P-20 Education Council Goal: Double the number of postsecondary certificates and degrees

P-3 Question #1:

- Do certain teaching credentials or other forms of formal education improve early childhood educators' success in serving at-risk children? Based upon this information, in what ways might state policies on teacher qualification for P-3 educators be improved?

Action:

- There will be no recommendation for legislation in the upcoming 2009 session, although the P-3 subcommittee requests the option of delivering policy recommendations to the Colorado Department of Education, Colorado Department of Higher Education or the Colorado Department of Human Services in order to improve P-3 teacher licensing and credentials in the spring of 2009.

Current work:

- The P-3 Subcommittee is hosting the *P-3 Summit: Preparing Teachers to Support Young Learners* at the University of Denver on November 20, 2008. Valuing public and private partnerships, the P-3 subcommittee has invited a number of key stakeholders to engage in a conversation regarding the formal education and preparation of P-3 educators. Key stakeholders include the Department of Education, Higher Education institutions (four year universities and community colleges), Office of Professional Development, Department of Human Services, and private foundations. The W.K. Kellogg Foundation, the Education Commission of the States and the Communications Consortium Media Center supports this work through a collaborative grant with the National Governor's Association.

Next Steps:

- By examining Colorado's system of formal education programs the participants at the P-3 Summit will identify action steps focusing on the role, relevance and capacity of higher education with the field of early education and make appropriate recommendations for P-3 teacher training, certification and licensure.

P-20 Education Council Goal: Close the Achievement Gaps

P-3 Question #2:

- Given the existence of achievement gaps as early as preschool, as well as the "fadeout" effect of educational gains by the end of 3rd grade, how can elementary level instruction be improved to build on the successes of preschool and continue closing the achievement gap? ("ready schools")

Action:

- There will be no recommendation for legislation in the upcoming 2009 session, although the P-3 subcommittee requests the option of delivering policy recommendations to the Colorado Department of Education to address this goal.

Current Work:

- The P-3 Subcommittee requested a research report of the "fadeout" effect in the spring of 2008. That report was received and presented to the subcommittee with recommendations on October 31, 2008. Recommendations are under review by the P-3 sub-committee, they include:

  - Establish and enforce research-based standards for high quality services

  - Create an integrated system of PK-3 learning standards to guide the development of curricula and developmentally appropriate assessments

  - Ensure that content and demonstrated competencies of PK-3 teacher preparation programs are aligned with research based, effective strategies for improving outcomes for young children

  - Build infrastructure to facilitate interagency and interdisciplinary work that reduce redundancies, increase effectiveness and enhance efficiency of services to early learners.

- Elementary level instruction will be examined at the P-3 Summit mentioned above.

- Build on existing programs to strengthen community services and parent and family engagement that support early learning and help to close the achievement gap.

- The concept of "ready schools" is being addressed in the School Readiness Description and the development of the P-3 standards. The P-3 subcommittee is currently

collaborating with the Department of Education to develop indicators of school readiness that lead to P-3 standards.

Next Steps:

- Continue to examine how elementary instruction can be improved and will make recommendations for 2010 based on current research.

P-20 Education Council Goal: Guide and influence implementation of CAP4K

P-3 Question #3:

- What is an appropriate and realistic definition of school readiness? Upon what criteria should it be defined?

Action:

- There will be no recommendation for legislation in the upcoming 2009 session. The P-3 subcommittee will continue to work with the Model Content Standards Stakeholders to develop P-3 indicators and standards based on the school readiness definition once approved by the State Board of Education at their December '08 meeting.

Current Work:

- Completed a recommendation to the Content Standards Stakeholders who will make their recommendations to the State Board of Education.

- Continually work with CDE administration to ensure realistic definition of school readiness is finalized and based on solid research and data.

Next Steps:

- Work with CDE and 5 school districts to provide input and oversight in the development of the content standards (appoint members of the P-3 sub-committee to serve with districts)

- Work with CDE to develop indicators for P-3 student success based on school readiness definition and the domains defined under child preparedness and school capacity.

P-20 Education Council Goal: Guide and influence implementation of other 2008 recommendations

P-3 Question #4:

- What can be learned from the forthcoming *Best Practices in P-3 Curriculum, Instruction, and Assessment report* to ensure early learning classrooms and program are providing high quality educational opportunities?

Action:

- There will be no recommendation for legislation in the upcoming 2009 session.

Current Work:

- The P-3 subcommittee requested the Best Practices report from CDE. The draft report was presented to the subcommittee on September 17, 2008.

- Recommendations were made back to CDE to strengthen the report in regards to format, structure and content, particularly best practices in the K-5 elementary practices.

- A meeting with the Lt. Governor and Governor resulted in an extension to CDE to complete the report with revisions by November 12, 2008.

- The final report was delivered to the P-3 subcommittee on November 13. reviewed by the P-3 subcommittee to further address recommendations made in the report.

Next Steps:

- P-3 sub-committee will review the Successful Practices report and make recommendations for providing high quality educational opportunities.

2009 P-20 Council Policy Concept

Subcommittee Name: Data and Accountability

Subcommittee Chairperson: Dr. Elliott Asp

Question or policy area this concept intends to address: The need for upgrading the Department of Education's information systems to better serve its mission, local school districts and other users of state education data, and to enhance the Department's capacity to serve as a critical component of Colorado's 21st century, integrated P-20 education data system.

Choose one of the two following options

☐ New Law, Program, or Rule

☒ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

The capacity of the CDE to collect and share data has ramifications for the department and school districts as well as other stakeholders. However, much of CDE's information management work is being done in a "piece-meal" fashion, building on an outdated architecture and lacking a long-term vision for data management and utilization for the department. Our recommendations include both short- and longer-term steps for the development of a 21st century data system at the CDE.

Will this idea carry a fiscal impact?   ☒ Yes   ☐ No

If so, please describe this impact, conceptually or economically or both: This recommendation urges the CDE to reprioritize and reallocate existing resources and requests new resources for the Department, including 2.0 FTE and potentially funding for software, hardware and external expertise.

Will which agencies will this request require coordination?

Please name the agencies:

The agency with which the most direct and close coordination will be required is the Governor's Office of Information Technology. But, coordination will also be required with other agencies comprising an integrated P-20 education data system such as the Departments of Higher Education, Human Services, Corrections, Labor, local school districts, and others.

Who is the subcommittee contact person for this request?

Mark Fermanich, 303-620-4527

Briefly describe the problem or issue that this concept will address.

The Colorado Department of Education (CDE) collects, stores, analyzes, and shares a large amount and variety of data from school districts and other entities across the state. The manner in which these data are collected and shared has ramifications for the department and school districts as well as other stakeholders. Managing these data is a monumental task, made even more difficult by an outdated architecture and the lack of resources and capacity within the Office of Information Management Services (OIMS). For example, the Office of Information Management Services at the CDE has a staff of 25. That is less than half the number employed by many Front Range districts and a third of the number in neighboring state departments of education.

The Data and Accountability Subcommittee acknowledges and applauds the dedication of OIMS staff to a number of tasks and functions that are critical to the improvement of education in this state (e.g., the development and support of the Colorado CSAP Growth Model), especially in light of their paucity of resources. However, that work is being done in a "piece-meal" fashion, building on an outdated architecture out of necessity as the CDE responds to immediate needs and mandates without the necessary resources or a long term vision for data management and utilization for the department. Given that current state, our recommendations focus on short-term priorities and the longer term need for the development of a 21st century data system at the CDE, which in turn will become a critical component of our larger vision for an integrated P-20 education data system.

Describe, in some detail, the specifics of the proposed policy concept.

See below

Name any agencies or organizations who may support the measure.

A number of agencies and organizations that exchange and access data held by the CDE will likely support this measure, including other state agencies, school districts, BOCES, education policymakers, higher education institutions, and other research organizations.

Has the state previously attempted this policy concept? ☒ **Yes** ☐ **No**

These recommendations are directly related to the Subcommittee's data recommendation from last year, embodied in HB 08-1364, as a high performance data management system within the CDE will serve as a cornerstone of the state's proposed P-20 education data system.

Have other states enacted similar legislation? ☒ **Yes** ☐ **No**

Florida has been recognized as the state with perhaps the most comprehensive P-20 data system. Kansas and Pennsylvania were recently recognized for making significant progress in improving the capacity of their education data systems.

Details of proposed policy concept:

Short-term Recommendations

- The Office of Administration and Operations and the Office of Information Management Services should review all current projects and prioritize them according to their potential impact on student achievement and district/school improvement. We suggest they consider the following priority areas:
    - Support the continued development and utilization of the growth model. The development and sharing of the new state growth model was a major breakthrough in terms of school accountability and feedback on individual students. However, much remains to be done in order to make this data useful to teachers, students, and parents. We commend the CDE staff for their remarkable job in making the district and school level data available in such a timely fashion this fall, given the resources available for this project. We recommend that a) CDE prioritize funding for this project by reallocating existing resources to support this effort and b) that the legislature authorize the hiring of up to an additional 2 FTE's to be dedicated to this work.

    - Provide additional resources for data tools and training in data analysis and interpretation for districts. The only reporting tool currently provided to districts by CDE is the Colorado Educational Data Analysis and Reporting (CEDAR) system. CEDAR access is limited to 2 licenses per district, which greatly restricts the utility of the system. Most large districts do very little with CEDAR other than to use it for transferring data to their own data analysis software. Expanding beyond CEDAR may require purchasing additional software and adding FTE to provide support and training. Before expending additional resources or making further investments in CEDAR, OIMS should examine the systems already in use by local districts in order to learn from their work and to ensure that any new state applications integrate with and support the efforts currently underway in the field. The CDE must engage with local school districts and other entities in order to leverage their

knowledge, expertise, and resources to solve the gaps in data capacity at the state level and make progress towards developing a vision of the state's next generation of data system architecture.

- ○ Create a data coordinating council within the CDE.
  The purpose of this group is to prioritize the work of the OIMS and also look for ways to improve its effectiveness. The need for this group is well documented in the Northhighland Report (Organization and Process Recommendations, 1.5):
  > "the data collection process is fragmented, contains redundancies across data collections and does not involve stakeholders...Each program unit in CDE conducts all aspects of the data collection process differently...There is little coordination between the program units, including OIMS. Prioritization issues are determined by default by OIMS as they have resource constraints in regards to programming data collection changes."

  The composition, structure, and focus of the council are also spelled out in the Northhighland Report. This group should be formed as soon as possible and tap into the local district expertise within Colorado to ensure that the use of existing resources is in line with the most essential tasks of the department, that reporting requirements for districts are streamlined, and that estimates of required funding and FTE are developed before work commitments are made and deadlines identified.

Long Term Recommendations

- Using Phase 2 of the Northhighland Report as a guide, the OIMS should focus on what is needed to develop the next generation of a state education data system that will seamlessly integrate with the larger P-20 data system. Continuing to "tweak" the current system is unproductive and inefficient, what is needed is a vision of a 21st century system. A critical step is to identify the architecture that would be the foundation of the system and clarify how that architecture would be used.
  - ○ This would require convening a team, including experts from districts, to develop the vision. It may also require consultation from experts outside of CDE to help identify the skills and capacity needed for future. The Capacity Report outlining the current strengths and limitations of the IMS, which is due in February of 2009, should be incorporated as well.
  - ○ The team must work closely with the Data Protocol Development Council in the Governor's Office of Information Technology in order to ensure that the future system developed by the CDE will integrate easily with the data exchange protocols being designed by the Council. CDE must integrate its work on a departmental data dictionary with the efforts of the Data Protocol Development Council.

- As CDE begins the development of a 21st Century Educational Data system for Colorado they should ensure that the system architecture reflects current industry standards. In addition they should consider the following system characteristics:
  - ○ The CDE data system should enable the longitudinal tracking of student progress from early childhood through postsecondary education.
  - ○ The system must interface and enable data sharing with other state agencies who participate in the P-20 data system and local school districts, and the data exchange among and between local school districts.
  - ○ All components of the CDE data infrastructure should conform to industry standards for data storage, structure, transfer, quality, and security. The design of the system should incorporate both current and emerging technologies. The process by which data is transferred from school districts to the CDE database should minimize the burden on districts and should ensure that data held at the state level is as current as possible.

o The responsibility and ownership for the security and confidentiality of the data should be clarified as well as who makes decisions about with whom and how the data are shared.

o Data should be organized in a standardized format and use common data element definitions aligned with national and international specifications.

o The system should collect school district data through normal school processes, such as recording attendance or assessment scores, and the systems and software that support these processes, rather than through separate data reporting events that may require the use of additional tools and resources.

o Policies, procedures and structures that make P-12 education data accessible and usable by interested stakeholders, assuming privacy protection mechanisms are in place in accordance with the purposes of the system must be established. Specific attention should be given to supporting data sharing within and among school districts in the state. The process by which the National Center for Educational Statistics makes data available to researchers and policy makers should be studied as a model for the Colorado system.

2009 P-20 Council Policy Concept

Subcommittee Name: Data and Accountability

Subcommittee Chairperson: Dr. Elliott Asp

Question or policy area this concept intends to address: The continued development of a 21ˢᵗ century integrated P-20 education data system for the State of Colorado.

Choose one of the two following options

☐ New Law, Program, or Rule
☒ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

The charter of the Data Protocol Development Council within the Governor's Office of Information Technology should be continued through February 28, 2010 for the purpose of completing the design of an integrated P-20 education data system, conceptualizing how the system will be used and developing a plan for implementing the system within a reasonable timeframe. Additionally, an advisory subcommittee should be established under the Council to advise it in the continuing development of the P-20 education data system envisioned in the P-20 Council's 2007 recommendation.

Will this idea carry a fiscal impact?   ☐ Yes   ☒ No

If so, please describe this impact, conceptually or economically or both: The fiscal impact of the ongoing planning process would be minimal and could possibly continue to be funded through non-state sources. Long-term, state resources will be required to carry out the implementation of the system design developed by the Data Protocol Development Council.

Will which agencies will this request require coordination?

Please name the agencies:

The agencies requiring closest coordination are OIT, CDE and DHE. However, coordination will be required with all other state and local agencies comprising an integrated P-20 education data system as well as other users of state education and related data.

Who is the subcommittee contact person for this request?

Mark Fermanich, 303-620-4527

Briefly describe the problem or issue that this concept will address.

Last year the Data and Accountability Subcommittee and the P-20 Council recommended that the state establish an integrated P-20 data system consisting of an interoperability framework for exchanging data among participating state and local agencies and other entities. This P-20 Data System was to provide for a variety of uses and purposes by many stakeholders, including but not limited to improving teaching and learning, informing public policy, fostering a culture of evidence-based decision-making, conducting research, evaluating system and program effectiveness, and providing reports to various stakeholder groups. The data system should help different entities share appropriate data in order to more effectively serve the students of Colorado. The interoperability framework must facilitate the transfer of data across systems and among different entities (e.g., transfer of information between school districts or between school districts and post-secondary institutions should be timely and efficient). It should enable interested parties to address questions that cut across levels of the educational system and agencies.

This recommendation led to the passage of HB 08-1364, creating the Data Protocol Development Council under the leadership of the Governor's Office of Information Technology (OIT). The Council has made significant progress in designing a cross-agency system of data exchange protocols for the state's executive branch agencies. This Council brings together representatives from executive agencies collecting unit record data to assess, plan and make recommendations for protocols for more effectively sharing data among their agencies. The Data and Accountability Subcommittee views this work as a first step and recognizes that continued efforts are required to realize a comprehensive, robust 21st century P-20 data system.

See below for **Details of proposed policy concept**

Name any agencies or organizations who may support the measure.

Agencies and organizations that would benefit from improved quality, efficiency, access and exchange of P-20 education data, including state agencies, school districts, BOCES, education policymakers, higher education institutions, and research organizations.

This is a continuation of the Subcommittee's data recommendation from last year, embodied in HB 08-1364.

Has the state previously attempted this policy concept?   ☒ **Yes**   ☐ **No**

We are not aware that any state has implemented as comprehensive and integrated a system as envisioned in Colorado, but the Data Quality Campaign has recognized the following states as having the most complete education longitudinal student data systems, linking student records through P-12 to higher education and also with teacher data: Alabama, Arkansas, Delaware, Florida, Louisiana, and Utah. Florida is generally recognized as having the most complete integrated state data system.

Have other states enacted similar legislation?   ☒ **Yes**   ☐ **No**

Details of proposed policy concept:

The Data and Accountability Subcommittee recommends that the Governor's Office of Information Technology continue the charter of the Data Protocol Development Council through February 28, 2010 and charge the Council with completing the design of an integrated P-20 education data system, conceptualizing how the system will be used and developing a plan for implementing the system within a reasonable timeframe. The membership of the Council may be adjusted as appropriate for work specifically on a P-20 education data system, but should include, at a minimum, the Department of Education, Department of Higher Education, Department of Human Services, Department of Corrections, Department of Public Safety, and Department of Labor and Employment. We commend the Departments of Education and Higher Education for their current participation on the Council even though they are not formally executive branch agencies, and we encourage their active participation for the duration of the project.

We also recommend that the OIT establish a subcommittee under the Council to advise it in the

continuing development of the P-20 education data system envisioned in our 2007 recommendation. This subcommittee should be made up of an inclusive group that has appropriate technical expertise and represents the many interests involved in the generation and use of P-20 data. It is imperative that this subcommittee include representatives of local agencies serving students and their families such as school districts, Boards of Cooperative Educational Services (BOCES), early childhood service providers, and other community-based grantees, as well as researchers from universities and other organizations that engage in research on educational improvement and policy. This group's responsibilities will include:

- Determining the functionality of the system, or a vision of what we want and need the system to do;
- Ensuring that the vision and elements of a P-20 data system enumerated in the Data and Accountability Subcommittee's recommendation from last year are incorporated into the ongoing work of OIT, the Data Protocol Development Council, and other ongoing, relevant data infrastructure and management initiatives of the state;
- Addressing legal and regulatory barriers to sharing data among agencies in the state; and
- Developing principles, processes and timelines for the implementation of the new P-20 data system.

The Council and the advisory subcommittee must be given appropriate support for designing a system correctly within a reasonable time frame.

The OIT and the Council shall present a draft design, implementation and utilization plan to the Data and Accountability Subcommittee by November 1, 2009.

2009 P-20 Council Policy Concept

Version 1.2 GS per LB w/ TR edit

Committee: Preparation & Transitions

Subcommittee Name: Concurrent Enrollment

Subcommittee Chairperson: Linda Bowman

Question or policy area this concept intends to address:

How could concurrent enrollment programs be improved, expanded and more accountable, both academically and financially?

Choose one of the two following options

☒ New Law, Program, or Rule

☐ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

The Preparation and Transitions Committee reaffirms its belief that the state of Colorado must devise a new vision for education, and proposes adoption of a Preferred Program for Concurrent Enrollment, universally accessible, a true P-20 partnership, standards based, equitably governed, fully accountable and fully funded while holding harmless the stakeholder agencies, leading to expanded enrollment and success for all students in postsecondary studies. This proposal goes to the heart of the 3 elements of the Colorado Promise, closing the achievement gaps, halving the dropout rates and doubling the number of Certificates and Degrees.

Will this idea carry a fiscal impact?   ☐ Yes   ☐ No To be determined

Research shows that effective programs in other states have been fully funded. That said, a new approach to P-20 funding in Colorado, with blended funds could achieve a "cost neutral" effect, thus holding harmless the participant schools, colleges, students and families. Assuming the state can determine a standard cost, this "front-loading" approach could mean considerable savings to the state over time.

With/Between which agencies will this request require coordination?

Please name the agencies:

CDE
CDHE
CCCS/CTE

Who is the subcommittee contact person for this request?
Dr Linda Bowman

Briefly describe the problem or issue that this concept will address.

- Colorado Paradox/Colorado Promise (all 3 elements)
- Uneven access for students statewide
- Numerous programs/lack of standards/consistency
- Lack of reliable, comprehensive data
- Ambiguous financial and administrative policies
- Financial disincentives
- Public confusion/unawareness
- Unacceptably high remediation rates

Describe, in some detail, the specifics of the proposed policy concept.

- Creation of Preferred Program for Concurrent Enrollment
- Open to all academically qualified students, all districts and public colleges (Technical, Community, 4-year)
- Funded either with new funds or according to "cost neutral/hold harmless" formula.
- Assumes full PPR for each participating student
- Establishes standard tuition rate, but allows for local flexibility in delivery
- Includes fees, books, labs, transportation and professional development
- Embraces standards for students, faculty, curriculum, facilities
- Leaves existing programs unchanged
- Governed/administered by partnership of CDE, CDHE, CCCS with Advisory Council of stakeholders
- Includes CTE, Transferable Courses and Remediation
- Removes administrative disincentives (e.g. 4-year graduation rate penalty)
- Data: establishes common definitions, collection, reporting, measurement
- Embraces principles in areas of Standards, Governance, Data and Funding
- Removes arbitrary limits around age, number of courses taken, funding
- Establishes partnerships at state and local levels

Name any agencies or organizations who may support the measure.

CDE	The Bell Policy Center	CollegeInColorado
CDHE	CEA	Participating Schools and Colleges
CCCS/CTE	CASB	Pre-Collegiate Programs
BOCES	CASE	

Has the state previously attempted this policy concept? ☒ **Yes** ☐ **No**

Yes, existing statute covers PSEO, FastTracks, Fast College/Fast Jobs, Extended Studies, but not in a comprehensive, coordinated, standards-based manner.

Have other states enacted similar legislation?

☒ **Yes**   ☐ **No**

There are excellent examples of successful programs, which have been researched by ECS and others: see study "On Ramp to College" published by Jobs for the Future – Florida, Georgia, Pennsylvania, Utah, Texas.

2009 P-20 Council Policy Concept

Version 2.2 11-17-08 w/ Waterous tweaks

COMMITTEE: Preparation & Transitions

Subcommittee Name: Services to Academically Underprepared Populations (formerly Remediation)

Subcommittee Chairperson: Dan Lucero

Question or policy area this concept intends to address:

How can the state improve its basic skills (remediation) policies?

Choose one of the two following options

☐ New Law, Program, or Rule

☐ Modification to Existing Statutes or Rules

Neither

Briefly summarize the policy concept

The (Services to Academically Underprepared Populations (Remediation) Sub-committee recommends that the Council approve continued research on this question, specifically along the themes of Collaboration Around Curriculum, Colocation and Leveraged Funding, with emphasis on Alignment of Standards and Assessments, Student Services, Data and Policy.

Colorado tends to use a common descriptor of "remediation" to describe widely diverse populations of learners and of remedial/developmental/basic education programs. In many respects these programs are uncoordinated and underfunded.

This proposal recommends that the state clarify its definitions, review programs to determine what is working and what is not working, improve access to and affordability of effective programs, align and fund programs to address the needs of specific populations and track the impact of those programs in a comprehensive way.

Will this idea carry a fiscal impact?   Ultimately ☒ Yes   ☐ No

If so, please describe this impact, conceptually or economically or both:

While the Sub-committee recognizes that effective implementation will require substantial funding, we are not to the point of making specific recommendations. Other states invest heavily in Adult Basic Education, while Colorado provides a minimal $200,000 to augment federal dollars. Colorado's ABE programs serve 5% of eligible clients. Similar constraints affect school- and college-based remedial programs.

With/Between which agencies will this request require coordination?

At this point the sub-committee includes representation of K-12, HE, ABE, WorkForce Development and the Foundation Community. Agencies whose cooperation will be encouraged include:
CDHE   CDE   CCCS/CTE   Adult Basic Education Providers
CDLE/WorkForce Development   ESL (K-12 and HE)   Private Colleges and Occupational Schools

Who is the subcommittee contact person for this request?

Dan Lucero

Briefly describe the problem or issue that this concept will address.

- Colorado has an unacceptably high rate of remediation for students entering both 2-year and 4-year colleges.
- Colorado has an unacceptably high rate of adults in need of basic education in reading, writing and math.
- There are multiple, diverse populations of basic/remedial learners, but Colorado lacks a comprehensive system for a) placing them in appropriate courses, b) tracking their progress, and c) reporting/evaluating effectiveness.
- There is much confusion around how we define "remediation" in Colorado: the sub-committee has embraced a 3-tier definition
  - Developmental: Students who have never mastered the materials
  - Remedial a: Students who completed courses, but never grasped the content
  - Remedial b: Students who mastered the material but lost it and need "brush up"
  - These categories apply to both "basic" and "accelerated" remediation
- Colorado lacks consistent and thorough data collection in this area
- There is little coordination or alignment of programs addressing remedial/basic learning needs.
- Funding lags far behind states making progress in this area

Describe, in some detail, the specifics of the proposed policy concept.

- The Sub-committee recommends that the Council give approval to continuing its work, researching and reviewing with a view to making recommendations on the themes of Colocation, Leveraged Funding and Collaboration within 90 days

- The sub-committee will also make recommendations on Alignment of standards and assessments, Student Services, Data and Policy at the same time.

Name any agencies or organizations who may support the measure.

While several agencies are involved in remedial instruction, there has been no effort to coordinate their work or to bring a comprehensive approach to the issue.

CDHE	CDLE/Workforce Investment Boards and Centers
CDE	Private College and Occupational Schools
CCCS/CTE	Colorado Succeeds
Adult Basic Education Providers	CACTA/CACTE
Bell Policy Center	

Have other states enacted similar legislation?   ☒ **Yes**   ☐ **No**

Several states have addressed the issue: ECS (Bruce Vandal) has received a 3-year Lumina Foundation grant "Getting Past Go". His 10/14/2008 memo is attached.

Other studies have been done in Massachusetts, Tennessee, Oklahoma and elsewhere. National studies have been completed by the National Commission on Adult Literacy, the National Center for Education Studies and ProLiteracy America. 24 states are addressing issues around transitions of underprepared populations.

Has the state previously attempted this policy concept?   ☐ **Yes**   ☒ **No**

2009 P-20 Council Policy Concept

Version 2.1 11-14-08

Committee: Preparation & Transitions
Subcommittee Name: Postsecondary Preparation
Sub-sub-committee: ICAP

Subcommittee Chairperson: Paul Thayer/Tim Taylor

Question or policy area this concept intends to address:

Individual Career and Academic Plan (aka Personal Education Plan)

Choose one of the two following options
☐ New Law, Program, or Rule
☒ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

The term ICAP, Individual Career and Academic Plan, sums up the road map which can guide students of all ages towards their career and professional goals. Properly developed and used, the ICAP can help the youngest student explore the vast variety of career and learning options available to him or her, regardless of his/her zip-code, background or socio-economic status. An effective ICAP will be comprehensive, free, portable and lifelong.

Our vision is that every Colorado student, starting at the latest in the 8th grade, regardless of his/her age, whether (s)he is in school, college, or dropped out or incarcerated, will have an ICAP which (s)he can access and use to explore careers, align coursework and curriculum, search for postsecondary opportunities, secure internships, apply to college, find financial aid and ultimately enter the workforce in one seamless sequence.

The ICAP, taken in aggregate, should also provide data for reviewing, reporting and evaluating the postsecondary services provided to the student and the competencies attained. Administrators, teachers, counselors and pre-collegiate service providers will be trained in and familiar with the contents and applications of the ICAP, so as to guide both the student, the parent and the educators in making the most positive and effective choices for the student's success.

Will this idea carry a fiscal impact?   ☒ Yes   ☐ No

If so, please describe this impact, conceptually or economically or both:

Funding will be required to provide:

- Training and professional development for educators

- Data Interfaces with student records

- Ensuring student access to adequate online resources and technology

- Ensuring time in the school day/year

Benefit: Earned efficiencies in staff time and concentration

With/Between which agencies will this request require coordination?

CDE
CDHE
CCCS/CTE
CDLE/WorkForce Development

Who is the subcommittee contact person for this request?

Paul Thayer
Tim Taylor

Briefly describe the problem or issue that this concept will address.

As the Council/Committee recommended last year, every student should have a portable plan (ICAP) which includes his/her career explorations, academic pathways, and progress towards postsecondary and workforce readiness and ultimately success in pursuing learning and employment. Such an ICAP will ideally convert into a lifelong career planning/reporting tool.

Reference has been made to the need for an ICAP in recent projects, ranging from the Commission of High School Improvement Report to the Graduation Guidelines Development Council to the SBE's Accreditation Requirements. Many school districts have adopted their own ICAP's, but they lack consistency and portability.

They also lack the range/scope to guide and follow a student from elementary school through middle and high school and postsecondary experience into the workforce.

Existing regulations pose barriers to efficient collection/review of key information.

Existing conditions result in delays and duplication of effort.

The development and maintenance of a personal ICAP represents both the student's recognition of the *relevance* of his/her ongoing studies and *the responsibility* the student is taking for his/her own progress. The Committee recommends the adoption of standards for the ICAP, which should be met at the district level.

Describe, in some detail, the specifics of the proposed policy concept.

1. The State Board of Education will adopt standards for ICAPs, which districts may meet/exceed to be implemented as soon as is practical. These standards will be included in the postsecondary section of accreditation.
2. The Colorado ICAP should include:
   - A career planning and guidance component
   - A portfolio which reflects
     - Career exploration and career management competency attainment
     - Academic progress
     - Remediation/credit recovery, if any
     - Concurrent Enrollment Credit
     - Postsecondary studies
     - College applications, resumes
     - Contextual and Service Learning Experience
     - Milestones/benchmarks to reflect progress
     - Regular review
     - Interest surveys for students and parents
   - The ICAP should be accessible to educators and parents
   - Training and professional development should prepare educators to be effective guides and
      partners for their students in the ICAP process
   - Time and online resources should be provided in order to fully implement and sustain the ICAP

Name any agencies or organizations who may support the measure.

CDE	CASE	Colorado Succeeds	CACTA/CACTE
CDHE	CASB	Pre-Collegiate Service Providers	
CCCS/CTE	CEA	BOCES	CDLE/WFD

Colorado Association of Commerce & Industry

Has the state previously attempted this policy concept?   ☒ Yes   ☐ No

Discussed by Prep and Transitions Committee 2007. Endorsed by Graduation Guidelines Development Council (attached), and referenced in HB08-1370 and Counselor Corps Grant RFP.

Have other states enacted similar legislation?   ☒ Yes   ☐ No

A recent study by Kelly Hupfeld lists 23 states with varying levels of ICAP requirements.

Arkansas	Delaware	District of Columbia	Florida
Hawaii	Idaho	Indiana	Iowa
Kentucky	Louisiana	Maine	Michigan
Minnesota	Mississippi	Nevada	New Mexico
North Carolina	Ohio	Oregon	Rhode Island
South Carolina	Washington	West Virginia	

2009 P-20 Council Policy Concept

Subcommittee Name: Systems Transformation Committee

Subcommittee Chairperson:

Lt. Gov. Barbara O'Brien and Zack Neumeyer

Question or policy area this concept intends to address:

Support for ICAP and teacher identifier recommendations

Choose one of the two following options

- ☐ New Law, Program, or Rule
- ☐ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

This proposal is intended to show the Systems Transformation Committee's explicit support for the following recommendations from others as consistent with the vision identified by the STC: (1) the Preparation and Transition Committee's Individual Career and Achievement Plan proposal; (2) the Preparation and Transition Committee's concurrent enrollment proposal, and (3) the unique teacher identifier recommendation from the Quality Teacher Commission, as contained in draft legislation sponsored by Sen. Spence and Rep. Benefield

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Will this idea carry a fiscal impact?   ☒ Yes   ☐ No

If so, please describe this impact, conceptually or economically or both:

See above documents

With which agencies will this request require coordination?

Please name the agencies:

See above documents

Who is the subcommittee contact person for this request?

Kelly Hupfeld, staff
(303) 315-2898 (W) or (303) 532-6641 (C)

Graduation Guidelines Development Council
Recommendations on ICAP (PE)

The Council recommends putting more resources and a greater emphasis on career planning. Effective counseling will connect the current situation with a desired future. To that end, schools should consider ways to implement a Personal Education Plan (PEPs) (also referred to as an Individual Career and Academic Plan or ICAP) for each student.

Emphasize career planning. Counseling in Colorado high schools is, with little exception, dangerously understaffed. Skilled adults need to be available to help students wrestle with choices that will have great impact on their futures. There are many effective tools available to schools. Any of these could be adapted and adopted to empower and equip counselors with tools to effectively guide and implement comprehensive career planning. Effective counseling will connect the current situation with a desired future. To that end, schools should consider ways to implement the following:

☐Prior to entering the ninth grade, each student should have in place a Personal Education Plan (PEP) (also referred to as an Individual Career and Academic Plan or ICAP). This plan will include both career and postsecondary educational exploration and pathways.

☐The PEP/ICAP should be portable between schools and districts; between grade levels; and into the student's postsecondary activity, whether college or the workplace.

☐The PEP/ICAP reflects the student's progress in postsecondary planning/career preparation.

☐Each student will have the opportunity in high school to experience a real-world internship.

☐Each student will have the opportunity while in high school to explore college campus(es).

☐Each student will have the opportunity to experience community service.

☐Each student will be familiar with the academic requirements of postsecondary education, whether a technical, community or four year college.

☐Each student will be familiar with the financial requirements and resources involved in pursuing postsecondary education.

☐By the time he or she graduates from high school, each student will be prepared to apply either to college or the workplace.

2009 P-20 Council Policy Concept

Committee: Preparation & Transitions

Subcommittee Name:

Preparation & Transitions/Postsecondary Prep/Postsecondary Culture

11-15-08 Final (Thayer)

Subcommittee Chairperson: Paul Thayer

Sub-sub-committee Chairperson: Nate Easley

Question or policy area this concept intends to address:

How can the state foster a whole school culture of postsecondary preparation?

Choose one of the two following options

☐ New Law, Program, or Rule

☒ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

The objectives of the Colorado Promise include eliminating academic achievement gaps, halving the high school dropout rate, and doubling the number of college degrees and certificates. The accomplishment of these objectives requires that every student, from an early age and in every grade, enters and performs in school environments that produce _expectation_ for postsecondary learning and performance, _information_ on postsecondary possibilities, and _support_ in developing postsecondary plans and options.

We, the Colorado citizens, would wish for that expectation, information, and support to be present in school environments just as the air that students breathe, and for the parents to hear and believe them as well. To do so would require that the messages come from every source: principals, counselors, teachers, and staff; from events, bulletin boards, banners, and enriching activities. These messages will be even more convincing when the community, including parents, businesses and postsecondary institutions, are obvious partners in support of the schools' and students' efforts.

When these conditions are present in schools, we call this a "whole school culture of postsecondary preparation." Such a culture of postsecondary preparation happens not by accident but by plan. It depends not on the socio-economic circumstances of the school and community, but on the intention, planning, and implementation of a set of strategies that are possible in any school. While a culture of postsecondary preparation is achievable for any school, not all school personnel will already be aware of the practices and steps necessary to creating such a culture. This policy initiative proposes to gather together the literature, research, models, and best practices for creation of cultures of postsecondary preparation, identify standards for implementation, promote the dissemination of such information across Colorado schools, and support schools in the planning and accomplishment of strategies for establishing such a culture. In addition the policy calls for educator preparation that recognizes the critical nature of postsecondary preparation to student success.

Will this idea carry a fiscal impact? ☒ Yes ☐ No

Cost

a. Technical assistance, such as a CDE specialist position

b. Development and delivery of Educator Preparation and Curriculum, both Pre-service Professional development

c. Pilot program

d. Data collection and analysis

e. Award program

Benefit: Reduced drop out, reduced cost to social services, increased earnings

With/Between which agencies will this request require coordination?

Please name the agencies:

CDE   BOCES
CDHE   Schools of Education
CCCS

Who is the subcommittee contact person for this request?

Paul Thayer
Nate Easley

Briefly describe the problem or issue that this concept will address.

A number of indicators point to the need for greater power and effectiveness in our efforts at postsecondary education, for example:

- Colorado ranks 48th in postsecondary enrollment rates of its minority population
- Colorado ranks 35th in low-income participation in higher education
- Colorado ranks 45th for the percent of native-born students who earn a bachelor's degree.
- While the number of Latinos enrolled in Colorado public schools between 1985 and 2005 increased by 155 percent (from 89,952 in 1985 to 201,016 in 2005), only 11 percent of Colorado Latinos age 18-24 are enrolled in postsecondary institutions
- 28 percent of Colorado Blacks age 18-24 enroll in postsecondary institutions

Indeed, too often, postsecondary preparation is provided to too few students too late in their school careers, and communicated only by counselors who are in short supply. To be successful in achieving the Colorado Promise, postsecondary preparation must be incorporated into every phase of the school activity, so that students are convinced at every grade level – from elementary grades to middle school to high school - of their capacity and possibility for postsecondary success, and every person in the school is contributing to the process of communicating expectation and information about postsecondary preparation. While every student should experience this "whole school culture of postsecondary preparation," it is particularly important for students from first generation and low-income backgrounds whose expectations and stores of information may be less than those of other students.

Most schools would desire to establish a culture of postsecondary preparation, and some have made great progress in doing so. There are many schools, however, where postsecondary preparation has not been a primary goal, or where there has not been full awareness of the steps and strategies for creating such a culture. To address this problem, the policy calls for the establishment of standards for a whole school culture of postsecondary preparation; professional development and technical assistance in support of school efforts to develop such a culture; the development of partnerships with parents, businesses; alignment of postsecondary institutions to support postsecondary preparation; and data collection and assessment to drive improvement.

A culture of postsecondary preparation must connect across our systems. Also integral to this process, then, is the education of pre-service counselors, teachers, and administrators. Pre-service educators need intentional instruction linking a strong connection between rigor, relevance, and relationships to the necessity of postsecondary preparation. In order to create this pervasive whole school culture of postsecondary preparation, articulation of standards must exist between elementary, middle, and high school, including also the many postsecondary settings.

Describe, in some detail, the specifics of the proposed policy concept

The committee recommends:
- That the state board of education adopt standards for and identify resources to support "whole school culture of postsecondary preparation" for Colorado schools
  - Create specialist position at CDE for technical assistance and professional development
  - Establish pilot and recognition programs
  - Include postsecondary preparation in regional services plans and programs
  - Subscribe to the National Student Clearinghouse in order to track students'

postsecondary progress, and facilitate school access to such services
- That the state board modify district and school accreditation to include a "postsecondary access/success plan"
- That a system be developed to identify, assess and report on successful models (driven by both quantitative and qualitative data)
- That a recognition program be developed to identify exemplary models, both outstanding and improved success.
- That ongoing research be conducted to prove, improve and replicate successful models, both exemplary and improved
- That a pilot program be established for assisting districts and schools to foster whole school cultures of postsecondary preparation
- That CDE/CDHE/CCCS work together to track students' postsecondary progress, including indicators success in entry and achievement
- That CDHE support this initiative by
  - Including in Performance Contracts higher education institutions' contribution to partnerships with districts and schools for the purpose of supporting postsecondary preparation
  - Requiring that schools of education Include competency in postsecondary preparation for all Colorado educators
  - Tracking student postsecondary success, by secondary school, in both public and private colleges

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Name any agencies or organizations who may support the measure.

CSCA   CCHS/CR   ASPIRE   CACTE/CACTA

CESDA   CASE   CoPINE   CASB

Has the state previously attempted this policy concept?   ☒ Yes   ☐ No

Colorado's HB08-1370 (Counselor Corps Grant Program) addresses the need for whole school culture of postsecondary success in a limited number of awardee schools, and will address the issue through professional development and measurement.

Have other states enacted similar legislation?   ☐ Yes   ☐ No

To our knowledge, there is no specific model legislation which could be replicated. We have contacted NCSL seeking further information. However, there are numerous examples in both the public and private sector of the concept in action, both in Colorado and elsewhere, as noted in the McClafferty, McDonough, Nunez article "What is a College Culture?" One of the initial steps in this effort will be to identify successful programs both in Colorado and elsewhere, to coordinate those efforts and promote effective replication.

2009 P-20 Council Policy Concept

Subcommittee Name: Systems Transformation Committee

Subcommittee Chairperson:

Lt. Gov. Barbara O'Brien and Zack Neumeyer

Question or policy area this concept intends to address:

K-12 Incentive Funding for Graduation and Postsecondary Readiness

Choose one of the two following options

☒ New Law, Program, or Rule

☐ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

This proposal would provide incentive funding to K-12 schools of up to $500 per at-risk student who successfully graduates from high school and demonstrates via ACT, SAT, or Accuplacer results that he or she will not require remedial coursework in postsecondary education.

Will this idea carry a fiscal impact?   ☒ Yes   ☐ No

If so, please describe this impact, conceptually or economically or both:

The fiscal impact will depend upon the size of the incentives and the numbers of students who meet the requirements that permit schools to receive the incentives. However, the state currently spends just under $10 million for remedial education each year, and this program is intended to provide incentives to reduce that amount.

With which agencies will this request require coordination?

Please name the agencies:

CDE, CCCS, school districts, community colleges

Who is the subcommittee contact person for this request?

Kelly Hupfeld, staff
(303) 315-2898 (W) or (303) 532-6641 (C)

Briefly describe the problem or issue that this concept will address.

Colorado's high school graduation rate is just 72%, and many high school students do not see the relevance of high school coursework or consider themselves candidates for postsecondary education. In addition, of those students who do graduate from high school and continue to postsecondary education, approximately 30 percent will require remedial coursework before they are ready for college-level courses. For at-risk students, graduation rates are lower and remedial education rates are higher than average.

Under policies adopted by the Colorado Commission on Higher Education, one of the ways in which students can demonstrate that they do not require remedial coursework is through scores on the ACT, SAT, or Accuplacer tests. These tests can help students and schools understand if additional academic help is required prior to high school graduation, and the financial incentive will encourage schools to provide that help. At present, few K-12 schools focus on postsecondary readiness, and many students enter postsecondary education and find out only then that they are not considered prepared for college work.

Describe, in some detail, the specifics of the proposed policy concept.

This proposal would provide financial incentives for schools to provide additional assistance during high school to at-risk students who otherwise might be in danger of not graduating from high school and not being prepared for college-level work.

- Students who are "at-risk" for purposes of this program would include students from traditional at-risk groups who have scored below proficient on 10th grade CSAP tests in reading, writing, and/or mathematics, and/or below remediation cut-off scores for the 11th grade ACT.
- For each student who graduates from high school and receives a "passing" score (determined by CCHE cut-scores for remediation) on one subject area as demonstrated by Accuplacer tests, ACT re-takes, or the SAT, the school would receive the base incentive fund (for example, $300). For students who pass two subject area tests, schools would an addition amount. For each student who passes three subject area tests, schools would receive the maximum. Incentive funds are only available for subject areas which the student had previously failed.
- Incentive funds for community colleges that partner with school districts to help reach these goals should also be provided. This program could be structured as an "opt-in" program for partnerships of school districts and community colleges.

Name any agencies or organizations who may support the measure.
CASE, CASB, CDE, CEA, CCCS, Children's Campaign, other partners in the Dropout Prevention Initiative, school districts, foundations, business organizations

Has the state previously attempted this policy concept? ☐ Yes ☒ No

Have other states enacted similar legislation? ☐ Yes ☒ No

2009 P-20 Council Policy Concept

Subcommittee Name: Systems Transformation Committee

Subcommittee Chairperson:

Lt. Gov. Barbara O'Brien and Zack Neumeyer

Question or policy area this concept intends to address:

P-20 Education Reform Accountability

Choose one of the two following options

☒ New Law, Program, or Rule

☐ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

This proposal would establish a Division of Education Reform Accountability in an appropriate state office, to be charged with monitoring the progress and effectiveness of education reform through independent evaluations.

Will this idea carry a fiscal impact?   ☒ Yes   ☐ No

If so, please describe this impact, conceptually or economically or both:

Depending on its ultimate structure, this proposal will require one FTE for coordination and reporting purposes, plus funding for third parties to conduct independent evaluations.

With which agencies will this request require coordination?

Please name the agencies:

CDE, CDHE, CCCS, other agencies involved with early childhood education

Who is the subcommittee contact person for this request?

Kelly Hupfeld, staff
(303) 315-2898 (W) or (303) 532-6641 (C)

Briefly describe the problem or issue that this concept will address.

Colorado is undertaking massive reforms in its P-20 education system, yet has no infrastructure for monitoring progress on the implementation of reforms or for judging the effectiveness and return on investment of these reforms. Without these feedback mechanisms, it will be difficult for the state to ascertain the success or failure of its reforms, and to have sufficient information for future investments in P-20 education.

Describe, in some detail, the specifics of the proposed policy concept.

This proposal could establish a Division of Education Reform Accountability in a suitable state office or agency. Possible homes for this new division could be the Office of State Planning and Budgeting or the Office of the Legislative Auditor. The division would be staffed by 1 FTE, responsible for soliciting and coordinating independent third party evaluations and reporting on the results of those evaluations to the Governor's office, the legislature, and the public.

Name any agencies or organizations who may support the measure.

Taxpayers, CDE, CDHE, CASB, CASE, CEA, school districts, community colleges, foundations, business organizations

Has the state previously attempted this policy concept?   ☐ Yes   ☒ No

Have other states enacted similar legislation? ☒ **Yes** ☐ **No**

New Mexico recently undertook major reforms in its K-12 education system, and created an Office of Education Accountability in its Department of Finance and Administration to monitor the progress and effectiveness of its reforms and to report its findings to the public.

2009 P-20 Council Policy Concept

Subcommittee Name: Systems Transformation Committee

Subcommittee Chairperson:

Lt. Gov. Barbara O'Brien and Zack Neumeyer

Question or policy area this concept intends to address:

K-12 Innovation

Choose one of the two following options

☐ New Law, Program, or Rule

☒ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

This proposal would amend the Innovation Schools Act to broaden the scope of the act and to accelerate innovation by providing additional incentives for schools and districts to take advantage of it.

Will this idea carry a fiscal impact? ☐ Yes ☒ No

If so, please describe this impact, conceptually or economically or both:

With which agencies will this request require coordination?

Please name the agencies:

CDE, SBE

Who is the subcommittee contact person for this request?

Kelly Hupfeld, staff
(303) 315-2898 (W) or (303) 532-6641 (C)

Briefly describe the problem or issue that this concept will address.

K-12 education is following a model designed for a previous generation, including regulatory requirements and practices that may no longer serve students well. The Innovation Schools Act, passed in 2007, was intended to provide an expedited waiver process for schools and districts from state laws and regulations, districts policies, and collective bargaining agreement provisions that may be hindering efforts at innovation that would benefit student outcomes. While the Innovation Schools legislation is a good start, reports from the field suggest that the law needs to be broader, easier to access, and to contain more incentives for participation.

Describe, in some detail, the specifics of the proposed policy concept.

This proposal could amend the Innovation Schools Act in the following ways:
- Permit the Commissioner of Education to review and approve individual waiver applications for compliance with statutory requirements, with waivers granted upon State Board of Education vote
- Provide that districts may negotiate packages of waivers with CDE as part of the accreditation process, for schools that already meet performance objectives and/or for the entire district if performance objectives are met
- Permit newly-formed schools to request Innovation School status upon formation, with an expedited process
- Provide a package of waivers for districts hosting a minimum percentage of waiver schools
- Other amendments that meet the goals of accelerating innovation for the benefit of students

Name any agencies or organizations who may support the measure.

CASE, CASB, CDE, school districts, foundations, business organizations

Has the state previously attempted this policy concept? ☐ Yes ☒ No

Have other states enacted similar legislation? ☐ Yes ☒ No

Although no other states have legislation like the Innovation Schools Act, both Georgia and New Mexico allow districts and schools to receive waiver packages in exchange for improved student performance.

2009 P-20 Council Policy Concept

Subcommittee Name: Systems Transformation Committee

Subcommittee Chairperson:

Lt. Gov. Barbara O'Brien and Zack Neumeyer

Question or policy area this concept intends to address:

Multiple Pathways to Teaching

Choose one of the two following options

☐ New Law, Program, or Rule

☒ Modification to Existing Statutes or Rules

Briefly summarize the policy concept

This proposal would provide that content-area expertise for purposes of licensure and endorsement may be shown in one of three ways: major in the subject area, passage of a content-area test, or meeting a minimum amount of specified coursework in the field.

Will this idea carry a fiscal impact?   ☐ Yes   ☒ No

If so, please describe this impact, conceptually or economically or both:

With which agencies will this request require coordination?

Please name the agencies:

CDE, SBE

Who is the subcommittee contact person for this request?

Kelly Hupfeld, staff
(303) 315-2898 (W) or (303) 532-6641 (C)

Briefly describe the problem or issue that this concept will address.

Colorado has been a leader in providing multiple pathways to teaching, encouraging qualified people to join the teaching profession through alternative preparation programs. The federal No Child Left Behind Act and state statutes governing licensing and endorsement provide multiple ways for teachers to show that they are ready to teach a specific content area. State Board of Education rules, however, add unnecessary requirements for teachers seeking to show content area expertise, causing teacher candidates to incur additional time and expense in taking unnecessary coursework. This is contrary to the original legislative intent that routes to teaching encourage both high-quality candidates and expedited access to the profession.

Describe, in some detail, the specifics of the proposed policy concept.

This proposal would amend the Colorado Educator Licensing Act to provide that teaching candidates may show content-area expertise through a major in the content area, passage of a state-designated content-area test, or completion of specified coursework in the content area. Additional endorsements could be earned through the same mechanisms. This amendment would require SBE to amend its own rules to be in compliance.

Name any agencies or organizations who may support the measure.

CASE, CASB, CDE, CEA, school districts, Teach for America, The New Teacher Project, business organizations, foundations

Has the state previously attempted this policy concept?   ☐ Yes   ☒ No

Have other states enacted similar legislation?   ☒ Yes   ☐ No

Most other states do not have content-area requirements as stringent as Colorado's, nor does the federal No Child Left Behind act require such specific coursework.

2009 P-20 Council Policy Concept

Educator Subcommittee

Chair: Eugene Sheehan

Summary

The Educator Subcommittee identified improving the statewide system for preparing, recruiting, and supporting Pre-K through 12th grade educators as its primary focus for 2008. The Subcommittee conducted a series of information-gathering meetings to identify problems and make recommendations. The Subcommittee identified the licensure system and associated system for approving teacher preparation programs as outdated and poorly aligned. The Subcommittee recommends: 1) Revise the Colorado Performance Based Standards for Teachers, 2) Reform the manner in which alternative teacher preparation programs are organized and authorized, 3) Coordinate the review and approval process for higher education teacher preparation programs between the state and national accrediting bodies, 4) Align content knowledge requirements, 5) Allow institutions of higher education to grant undergraduate elementary and early childhood education degrees, 6) Create a teacher identifier.

Fiscal Impact: Yes

The new system for authorizing and approving alternative preparation programs will require additional resources. The revision of the Performance Based Standards for Colorado Teachers will require a temporary increase in resources. .

Agencies that must coordinate

The Colorado Department of Education and the Department of Higher Education

Subcommittee Contact:

Eugene Sheehan, Chair at: 970-351-2817 or eugene.sheehan@unco.edu
Robert Reichardt, Staff at: 303-315-2291 or robert.reichardt@ucdenver.edu

Brief Description of the problem

The Subcommittee identified an outdated and poorly aligned licensure system as a major concern with the state's system for preparing, recruiting and supporting teachers. Challenges include:

- Two different alternative programs
- Different systems for quality control between alternative and traditional teacher preparation programs

- Different content knowledge requirements between alternative and traditional programs, and
- Confusion between NCLB and traditional program content knowledge requirements.

The Subcommittee also identified the lack of tools and data to identify and support quality preparation and induction systems. These challenges include (but are not limited to):

- Lack of a teacher identifier (that allows identification of quality preparation, induction, and other programs that develop educator quality).

Finally the Subcommittee believes the current system does not adequately ensure that all new teachers have the necessary:

- Content and pedagogical knowledge
- Preparation to work with Colorado's exploding English language learner population
- Preparation to teach 21st Century skills, and
- Preparation for the reality of the classroom environment where they will work.

Detail on the specific proposal:

The Educator Subcommittee recommends changes to the current system for approval of teacher preparation programs. These changes are:

1. Reform alternative preparation programs so that there is only one system of oversight that combines both alternative and Teacher in Residence (TIR) programs. This system will have these structures:
   a. Programs must show how they prepare teachers to be competent in the Performance Based Standards for Colorado Teachers
   b. Programs can be 1 or 2 years in length and can, but are not required, to have a higher education partnership
   c. Programs have a common process for determining whether a person is eligible for entering the programs
   d. Programs are reviewed as often as traditional programs by the state to verify their ability to ensure teachers are prepared to meet Performance Based Standards for Colorado Teachers, though the scope of the review may vary based on the size of programs.

2. Coordinate the review and approval process for higher education teacher preparation programs so that the state review (by Colorado Department of Education (CDE) and Department of Higher Education (DHE)) is integrated with national accreditation (if a program chooses to be nationally accredited) so that the review is fiscally responsible and meets the needs of Colorado, preparation programs, prospective teachers and student learning. CDE, DHE and higher education institutions shall collaborate in developing this process.

3. Ensure that new teacher content knowledge requirements among NCLB, alternative programs, and traditional programs are consistent and aligned. Outcomes of this alignment include:
   a. If a teacher is judged qualified to enter an alternative program or completes a traditional program that person also meets Highly Qualified requirements of NCLB.
   b. The process for verifying applicants' content knowledge maximizes flexibility for applicants.
   c. The content knowledge requirements should be no more onerous than those imposed by NCLB.

4. Allow institutions of higher education to grant undergraduate degrees in elementary education and early childhood education. This recognizes the importance of literacy, differentiation of instruction, the needs of English Language Learners, and working with the range of student abilities and development in elementary classrooms.

5. Creation of the teacher identifier (per our recommendation last year).

6. The Performance Based Standards for Colorado Teachers be revised so that they meet the needs and issues facing the state. These needs and issues can include:
   a. The diversity of Colorado's student population
   b. The needs of students who come from poverty
   c. The needs of English language learners
   d. The need for teachers to identify individual student special needs and abilities and differentiate their instruction
   e. The need to graduate students with 21st century skills
   f. The need for teachers to work with a range of age groups including preparing young children to be school ready
   g. The need for a license for middle school teachers, and
   h. The needs created by CAP4K.

Outside agencies or private organizations that support this recommendation

This recommendation was supported by the entire Educator Subcommittee. Components of the recommendations have support by other organizations.

Has the state previously attempted this policy concept? Yes, reform of this system has been proposed before.

Have other states enacted similar legislation? These recommendations are specific to our current system.

2009 P-20 Council Policy Concept

Educator Subcommittee

Chair: Eugene Sheehan

Summary

The Educator Subcommittee identified improving the statewide system for preparing, recruiting, and supporting Pre-K through 12th grade educators as its primary focus for 2008. The Subcommittee conducted a series of information-gathering meetings to identify problems and make recommendations. The Subcommittee identified the following major concerns: 1) Teacher shortages, 2) Lack of a coordinated system for recruiting teachers 3) Lack of adequate assurance that new teachers have sufficient knowledge, 4) Lack of tools to identify and support quality preparation and induction programs, and 5) Great variance in the quality of teacher induction programs. The Subcommittee recommends the creation of a temporary teacher quality institute that has statewide responsibility for identifying and recommending policies to improve teacher quality. This institute will: 1) Coordinate revision of the Performance Based Standards for Colorado Teachers, 2) Identify and support best practices in new teacher induction, 3) Identify and support programs that meet Colorado teacher shortages, 4) Promote teaching, 5) Coordinate statewide teacher recruitment, 6) Research how to improve the system including feedback mechanisms between teacher preparers and school districts.

Fiscal Impact: Yes

This institute will last for three years and will require re-authorization by the legislature to continue. It will be funded to the amount of at least $350,000 per year.

Agencies that must coordinate

This institute's governing board will bring together the multiple state organizations that have a stake in teacher quality issues. This board should include representation of Colorado Department of Education (CDE), Department of Higher Education (DHE), Colorado Council of Deans of Education (CCODE), Alternative Programs, Colorado Education Association (CEA), Colorado Association of School Executives (CASE), Colorado Association of School Boards (CASB), Colorado League of Charter Schools, and the community.

Subcommittee Contact:

Eugene Sheehan, Chair at: 970-351-2817 or eugene.sheehan@unco.edu
Robert Reichardt, Staff at: 303-315-2291 or robert.reichardt@ucdenver.edu

Brief Description of the problem

The Educator Sub-committee identified several major concerns with the state's system for preparing, recruiting and supporting teachers. These include:

- Shortages of educators:
  - In specific fields, e.g., math, sciences, English Language Learners (ELL), special education, foreign languages and student service providers (speech language pathology, occupational therapists, etc)
  - In particular locations (rural and some urban schools), and
  - Who are racial and ethnic minorities (relative to the changing student demographics).
- The lack of a coordinated system for recruiting teachers.
- The current system does not adequately ensure that all new teachers have the necessary:
  - Content and pedagogical knowledge
  - Preparation to work with Colorado's exploding English language learner population
  - Preparation to teach 21st Century skills, and
  - Preparation for the reality of the classroom environment where they will work.
- The lack of tools and data to identify and support quality preparation and induction systems. These challenges include (but are not limited to):
  - Lack of coordination between teacher preparation programs and districts/ schools where new teachers work and receive training
  - Lack of information on the quality of teachers prepared out of state (approximately half of new hires), and
- School and district induction systems for new teachers are important to teacher retention and success, yet they vary greatly in quality and many clearly can be improved. Current programs do not consistently provide:
  - Quality mentoring,
  - Clearly defined outcomes
  - Effective adult learning experiences that improve practice, and
  - Effective orientation to the workings and culture of districts.

Detail on the specific proposal:

The Educator Subcommittee recommends the creation of a temporary teacher quality institute that has statewide responsibility for identifying and recommending policies to improve teacher quality. This could be an expansion of the existing Quality Teachers Commission or a new group. This institute's governing board will bring together the multiple state organizations that have a stake in teacher quality issues. This board should include representation of CDE, DHE, Colorado Council of Deans of Education (CCODE), Alternative Programs, Colorado Education Association (CEA), Colorado Association of School Executives (CASE), Colorado Association of School Boards (CASB), Colorado League of Charter Schools, and the community. This institute will last for three years and will require re-authorization by the legislature to continue. It will be funded to the amount of at least $350,000 per year. This organization will be charged with:

1. Coordinating with CDE the revision of the Performance Based Standards for Colorado Teachers so that they meet the needs and issues facing the state. These needs and issues can include:
   a. The diversity of Colorado's student population
   b. The needs of students who come from poverty
   c. The needs of English language learners
   d. The need for teachers to identify individual student special needs and abilities and differentiate their instruction
   e. The need to graduate students with 21st century skills
   f. The need for teachers to work with a range of age groups including preparing young children to be school ready
   g. The need for a license for middle school teachers, and
   h. The needs created by CAP4K.

2. Identifying induction best practices:
   a. Supporting pilot induction programs that can develop and demonstrate best practices
   b. Recommend to the legislature how the state can fund capacity building and accountability to support induction programs that adhere to identified best practices.

3. Identify preparation programs that are meeting teacher shortages and recommend to the legislature how to support and grow those programs. The programs can include:
   a. Articulation between two-year colleges and four-year teacher education programs
   b. Grow-your-own programs
   c. Loan forgiveness and scholarships.

4. Actively promote the profession of teaching. Programs might include:
   a. Teacher Cadet Program
   b. National Board Certification
   c. Effective communication programs.

5. Coordinate statewide teacher recruitment through user-friendly sources of information (starting with teachinColorado.org) for prospective teachers and teachers seeking information on preparation programs, shortage areas, and job availability.

6. Research:
   a. Consequences of current policy and practice such as having approximately half of the state's teachers prepared in other states and various waivers given to school districts for teacher preparation.
   b. Current best practices in state policy to support preparation, recruitment, induction, and support of teachers.
   c. Identify new measures of teacher quality.
   d. Feedback mechanisms between teacher preparation institutions and those that hire teachers. This feedback should include information about strengths and weaknesses of the student teaching and internship opportunities provided by

districts and content area needs not met by preparers (i.e. shortages), and strengths/weaknesses of the preparation program(s).

7. This institute could also take on additional responsibilities such as managing the working conditions survey and the alterative compensation grant program.

Outside agencies or private organizations that support this recommendation

This recommendation was supported by the entire Educator Subcommittee. Components of the recommendations have support by other organizations.

Has the state previously attempted this policy concept? No. No single statewide organization has had responsibility for improving teacher quality

Have other states enacted similar legislation? There are statewide Teacher Standards Boards with similar responsibilities in other states.

2009 P-20 Council Policy Concept

Educator Subcommittee

Chair: Eugene Sheehan

Summary

The Educator Subcommittee identified improving the statewide system for preparing, recruiting, and supporting Pre-K through 12th grade educators as its primary focus for 2008. The Subcommittee conducted a series of information-gathering meetings to identify problems and make recommendations. The Subcommittee identified an under-resourced state licensure system that cannot process licensure requests in a timely manner as a significant challenge. The Subcommittee recommends that funding be increased to achieve:
1. Timelier processing of licensure applications and information requests
2. Increased automation of the licensure process
3. Improved data collection and analysis
4. Increased capacity to address forthcoming initiatives and mandates.

Fiscal Impact: Yes

The final amount required was not identified.

Agencies that must coordinate

The Colorado Department of Education

Subcommittee Contact:

Eugene Sheehan, Chair at: 970-351-2817 or eugene.sheehan@unco.edu
Robert Reichardt, Staff at: 303-315-2291 or robert.reichardt@ucdenver.edu

Brief Description of the problem

The Subcommittee identified an under-resourced state licensure system that cannot process licensure requests in a timely manner as a significant challenge.

Detail on the specific proposal:

The Educator Subcommittee recommends that funding be increased to the CDE licensure unit. These funds should be directed to achieve:
1. Timelier processing of licensure applications and information requests
2. Increased automation of the licensure process
3. Improved data collection and analysis
4. Increased capacity to address forthcoming initiatives and mandates

Outside agencies or private organizations that support this recommendation

This recommendation was supported by the entire Educator Subcommittee.

Has the state previously attempted this policy concept? Yes

Have other states enacted similar legislation? Yes